

DOCUMENT RESUME

ED 186 135

PS 011 432

TITLE Child Development Associate. Social Science: Children in the Cosmos.

INSTITUTION Eastern Oklahoma State Coll., Wilburton.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.

SPONS AGENCY Office of Child Development (DHEW), Washington, D.C.

PUB DATE [76]

GRANT DHEW-OCD-6-C-15

NOTE 68p.; For related documents, see PS 011 430-431 and PS 011 433-437.

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Child Caregivers; *Competency Based Teacher Education; Day Care; Early Childhood Education; Learning Activities; Postsecondary Education; *Preschool Teachers; Resource Units; *Social Studies; Teaching Methods; *Training

IDENTIFIERS *CDA; Child Development Associate

ABSTRACT

This Child Development Associate (CDA) training module, one of a series of 18, is designed to help the CDA intern provide learning experiences in the social sciences for young children. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on three topics related to the objectives: teachers' responsibility for social science: teaching social science to young children; and activity development. Also included is a list of reference books, pamphlets and films, and a list of children's books concerned with social science. (SS)

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A SSOCIATE

**Social Science:
Children in the Cosmos**

OKLAHOMA C.D.A. ADVISORY COUNCIL AND OSCAR ROSE JUNIOR COLLEGE

CHILD DEVELOPMENT ASSOCIATE

The Child Development Associate Pilot Project, funded by the U. S. Department of Health, Education and Welfare, Region VI, Office of Child Development, was awarded to Eastern Oklahoma State College in the fall of 1973, where during the next two years, draft materials for competency-based training was developed. In the fall of 1975, Oscar Rose Junior College was contracted to review and revise the materials for publication. The following individuals have provided the expertise and assistance for completion of the Oklahoma Child Development Associate curriculum materials.

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This document was developed pursuant to Grant Number 6-C-15, of the Office of Child Development, Office of Human Development, U. S. Department of Health, Education and Welfare. Points of view and opinions stated herein are those adopted by the Oklahoma Child Development Associate Policy Advisory Council and are not necessarily representative of official Office of Child Development opinion or policy.

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CHAPTER I

INTRODUCTION

RATIONALE

Social science is an integral part of every child's daily life. Through its study children should develop an understanding of and sensitivity to the forces at work around them. Social science is designed to help each child function both as an individual and as a member of the family, community, and world.

The full development of children's understanding of social science is a large task; it requires that they be introduced to the variety of social and environmental forces around them.

The teacher of young children should provide learning experiences in all of the social science and related areas to provide a well rounded program for the development of children.

It is the teachers' responsibility to assure that all children develop positive self-concepts, both as individuals and as members of the various groups of which they are a part.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Competencies:

- II Advances physical and intellectual competence.
- III Builds positive self-concept and individual strength.
- IV Promotes positive functioning of children and adults in a group.

OBJECTIVES

Upon completion of this area the trainee will be able to:

1. Demonstrate the importance of social science in the curriculum of young children by providing opportunities daily for social science concept development.

2. Demonstrate the ability to develop positive self-concepts through verbal and non-verbal guidance of children.
3. Provide a social science center with equipment and materials to stimulate investigation and exploration of social science concepts.
4. Plan, execute, and evaluate learning experiences in social science, with a minimum of two in each of the following areas: citizenship, civics, conservation, economics, history, geography, international understanding, anthropology, sociology, and ecology.
5. Execute and evaluate incidental learning experiences to develop social science concepts.
6. Design learning activities to promote understanding in children of such concepts as self, family, community, and world.

CHAPTER II

DEFINITIONS OF TERMS

1. Bigotry---Having a closed mind or being intolerant of beliefs other than one's own in regard to church, political party, race, opinion, etc.
2. Community---An interacting population composed of various kinds of individuals living in a common location.
3. Community helpers---The variety of people who supply services and goods which make it possible for the community to exist.
4. Cultural group---A collection of people classed according to traits and customs they have in common.
5. Ecology---A branch of science concerned with the interrelationships of organisms and their environment.
6. Extended family---A family that includes, in one household, near relatives as well as a mother, father, and their children.
7. Family---A group of related people who live together in one household.
8. Nuclear family---A family group composed of a mother, father, and their children.
9. Pollution---The condition of being made unclear or contaminated.
10. Recycling---Using materials over again or processing in order to regain material for human use.
11. Role---A more or less fixed way of behaving, which is forced on a person by the culture in which that person lives.
12. (The) Self---The "I" as separate from the "You."
13. Self-Image---The view one has of oneself.
14. Siblings---One's brothers and sisters.

15. Social institution---A significant practice, relationship or organization in a society or culture.
16. Social problems---Contemporary social concerns which society defines as not being in its best interest.
17. Social relationships---One's relationships with others.
18. Social science---A branch of science that deals with the institutions and functioning of human society and with the interpersonal relationships of individuals as members of society.
19. Social studies---That part of the early childhood curriculum concerned with the study of basic social relationships and the functioning of society and people.
20. Stereotype behavior---The type of behavior expected of individuals because of their socio-economic class.
21. Transportation---The means of travel from one place to another.
22. Vehicle---The equipment used to move persons or objects from one place to another.

CHAPTER III

SELF-EVALUATION

To determine your competence in this area, read through the rationale and objectives in Chapter I and check those which you can perform successfully. This will provide an indication of your strengths and weaknesses.

Discuss this evaluation with the trainer/supervisor to determine the classroom and field experiences that will enable you to demonstrate competence in each objective.

If your self-evaluation and interview indicate that you can demonstrate competence in each objective, request an advanced-standing examination from your trainer.

CHAPTER IV

TEACHERS' RESPONSIBILITY FOR SOCIAL SCIENCE

RATIONALE

Teaching social science is best accomplished when it is directly related to the children's world. Therefore, learning in the area of social science is promoted through the basic social relationships that children maintain in their every day experiences.

The social science goals of a quality early childhood program should promote such early learning experiences as valuing oneself and others, developing of harmonious social relationships, developing of responsibility for property and material, appreciating for community resources and acquiring a general knowledge of the world.

ESSENTIAL CONTENT INFORMATION

I. Importance of Positive Self-Concept:

- A. The perception children have of themselves influences their behavior, therefore affecting their success as social and intellectual beings. Children must feel good about themselves in order to establish and maintain satisfactory human relationships.
- B. Characteristics of Children who Maintain Positive Self-Concepts:
 - 1. They communicate well with others.
 - 2. They accept authority.
 - 3. They engage in group activities with ease.
 - 4. They use their own names to refer to themselves.
 - 5. They show independence.
 - 6. They demonstrate autonomy.

7. They demonstrate high self-esteem (rooted in family experiences).
8. They demonstrate self-reliance.
9. They demonstrate self-control.
10. They explore a great deal.
11. They show contentment with themselves.
12. They demonstrate curiosity.

II. Group Membership:

Young children need to adjust to the demands of group living. The concept of group living is related to children through family units and preschool groups. Children must have an understanding of group concepts so that they can have success in group relationships.

A. The Family.

1. Children come from a variety of families.
 - a. Traditional families.
 - b. One-parent families.
 - c. Foster homes.
 - d. Communes.
 - e. Relatives. (extended families living together)
 - f. Orphanages.
 - g. Adoptive parents.

B. The Preschool Group.

1. Demands of preschool living are different from those required in the family unit.
2. Children must be helped to accept gradually the modifications of their behavior which are required in the preschool group.

III. The Community:

A. Preschool children develop great curiosities about their surroundings. As toddlers their "w rld" was composed mainly of home, yard, and immediate neighborhood. Now, however, they are ready to learn more about the community.

B. Components of the World of Children:

1. Homes and other buildings in the community.
2. Community helpers.
3. Transportation.

IV. Customs and Special Occasions:

Children need the knowledge of different cultural groups and their customs. It is acceptable for a teacher to recognize the different celebrations of special occasions relative to different cultural groups. Acknowledge the fact that people celebrate holidays in different ways.

A. Special Occasions.

1. Birthdays.
 - a. Birthdays should be planned with individual children in mind.
 - b. It is appropriate for the teacher to recognize the birthdays of the significant father of our country.

2. Halloween.

The frightening figures of ghosts and witches are inappropriate ways of introducing this occasion to young children. The pleasant idea of fall harvest should be stressed.

3. Thanksgiving.

4. Christmas.

5. Valentine's Day.

6. Easter.

V. People Around the World:

Children need to develop a basic understanding of other cultural and racial groups. However, children should develop true concepts about the various racial and cultural groups which are represented in their own preschool groups.

A. Children around the world are alike in many ways.

1. They all have families.
2. They all have homes.
3. They all enjoy playing.
4. They all must eat and sleep.
5. They all have feelings.

B. Children around the world are different in some ways.

1. Their homes differ.
2. Their toys and the games they play differ.
3. The clothes they wear are varied.
4. The food they eat is different.

- C. There is more than one way to live; no one way is best or right for everyone.
- D. Recognize major ethnic groups:
1. Native Americans (American Indians).
 2. Afro-Americans (Blacks).
 3. Mexican-Americans (Chicanos).
 4. Puerto-Rican Americans.
 5. Chinese-Americans.
 6. Japanese-Americans.
 7. Italian-Americans.
 8. Jewish-Americans.

CHAPTER V

TEACHING SOCIAL SCIENCE TO YOUNG CHILDREN

RATIONALE

Learning in the area of social science should come from the world in which children live. The teacher should take advantage of the experiences children have in their everyday living and incorporate these into the learning process.

ESSENTIAL CONTENT INFORMATION

I. Strategies for Teaching a Positive Self-Concept to Young Children, Including Citizenship and Conservation:

A. Self-Concept.

The self image influences the behavior of children. Teaching children positive self-concepts is accomplished by encouraging verbal expressions. It is important to take advantage of each experience children have in their environment, including the many academic experiences they have in school.

1. Use a child's name when speaking or referring to that child.
2. Identify the children's lockers with their names printed in large manuscript.
3. Sing songs and play games which require the child to "tell us your name."
4. Use correct names for the parts of the child's body.

B. Citizenship.

Citizenship education is a part of children's self-worth. Children should be taught that each person has worth and dignity, although we are not all alike.

1. Introduce each child in the class by using first and last names.
2. Discuss how the children are alike and how they are different.

C. Conservation.

Teaching of conservation is an important factor relative to the child's self-image. Information presented to the children should be appropriate for and compatible with their level of development.

1. Encourage the children to care for their own personal possessions. (Ex. clothing, school work)
2. Help children learn to clean up after work period.

II. Strategies for Teaching Group Membership to Young Children in the Home and Civic Responsibility:

A. Family Relationships.

The family is the basic social unit in our society. Children can associate themselves with this group membership by their own daily activities in the home.

1. Learn about family members.
2. Play different roles of family members.
3. Use examples presented in books and songs about role relationships.

B. Civics.

Children should learn respect for rules and regulations. The basic concept should be that rules can help us live happily together.

1. Participate in discussion of "limits" or "rules" regarding play equipment.
2. Make plans for taking a walk. Explain to the children how to cross the street and the need for sidewalks. Of course, many other illustrations can be drawn here.
3. Discuss limits regarding interpersonal behavior.
4. Introduce and discuss regulations regarding appropriate behavior for preschool environment.

III. Strategies for Teaching the World in Which We Live to Young Children:

The geography of where you live and the relationship of scientific and social change are both parts of the world about us. We must remember that environmental education helps preserve the world in which we live.

A. Geographical.

The young child should have an understanding of the different modes of travel and communication.

1. Take a bus or train ride.
2. Visit the airport.
3. Send messages by mail.
4. Make telephone calls.

B. Environmental.

Water and air can be polluted. Many familiar sounds can cause noise pollution.

1. Observe effects of air pollution on one's eyes and breathing.
2. Point out the effects of water pollution in areas where children swim.
3. Identify sounds which contribute to noise pollution.
4. Make a plan to reduce noise at school.
5. Make a plan for cleaning the room.
6. Observe the disposal of waste.

IV. Strategies for Teaching American Heritage, Customs and the Celebrations of Special Occasions to Young Children:

A. Description.

Children should have an understanding of the great men and great ideas in the history of America. They need to recognize that these men were fundamentally honest, brave and kind. Recognizing events will give children a chronological series or a time-line to work from and the concept that simple time relationships exist.

B. Ideas.

1. Celebrate holidays.
2. Emphasize occasions of historic significance.
3. Discuss the meaning of honest, brave and kind.
4. Learn how time is measured. (Clock and calendar)

5. Discuss important events in the lives of children.
6. Observe changes in neighborhoods and towns. Discuss reasons for these changes.

V. Strategies of Teaching a Basic Understanding of Cultural and Racial Groups to Young Children:

A. Description.

Children should have an understanding of how others live and the contribution of others. People live according to certain values, skills and tradition.

B. Teaching Ideas.

1. Learn games and songs of children in other lands.
2. Invite people from other lands to talk with the children.
3. Learn about the different homes people live in.
4. Talk about how each family celebrates holidays and birthdays.
5. Role play social skills.
6. Invite parents of other cultures to visit the classroom and bring artifacts of their culture.

CHAPTER VI

ACTIVITY DEVELOPMENT

RATIONALE

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system the individual teacher can better organize his/her time to meet the individual needs of children.

When activity plans are written in a uniform fashion a volunteer, substitute, or aide can become familiar with what is being done. In addition, the file cards provide a useful reference for future teaching of young children.

ESSENTIAL CONTENT INFORMATION

I. Components of an Activity Card.

- A. Curriculum Area: e.g., Science.
- B. Topic: The theme or area of study, e.g., Plants.
- C. Teacher Goal: The overall purpose of the learning activity.
- D. Performance Objective: The behavior(s) that the child should be able to perform upon completion of the activity.
- E. Materials: A listing of all the items needed for carrying out the activity.
- F. Procedure: A sequential listing of all the steps involved in carrying out the activity.
- G. Evaluation: A critique of the activity to see whether the performance objectives were accomplished. The evaluation would also include statements useful for future reference about how the activity could be improved, appropriateness to this group level, etc.

II. Setting Up the Activity Card File.

A. A Suggested Curriculum Division.

1. Art.
2. Body Skills.
3. Family.
4. Health.
5. Language.
6. Mathematics.
7. Music.
8. Nutrition.
9. Play.
10. Safety.
11. Science.
12. Self-Concept.
13. Social Science.

B. Procedures for Developing the Activity Card File.

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.

III. Activity File Card.

Reduced Sample:

	Curriculum Area (Topic)
Teacher Goal:	
Objective(s):	
Materials:	
Procedures:	
Evaluation:	

SAMPLE ACTIVITY FILE CARD - SOCIAL SCIENCE

Curriculum Area
Social Science
Homes

Teacher Goal: Recognize difference in dwellings where people live.

Objective(s): After viewing pictures and discussing where people live, each child will be able to name five types of homes people live in and identify these in the pictures.

Materials: Pictures of dwellings: houses, apartment, igloo, tent, teepee duplex, mobile home, tree house, camper, houseboat.

Procedures: Show pictures and have children name the different dwellings. Discuss the unfamiliar ones. Have children name by pointing to picture.

Evaluation: No difficulty except for igloo and houseboat. These were unfamiliar.

CHAPTER VII

LEARNING ACTIVITIES

RESOURCE UNIT DEVELOPMENT

Develop a file of five (5) resource units for teaching various concepts of social science. These units should be written on 5" x 8" cards for use with the activity file cards which specify the information for teaching the concepts.

Each resource unit will include the "Resource Unit Card" and "Activity File Cards" for teaching the concept. (Use the standard "Resource Unit Card" and the standard "Activity File Card" developed for the CDA program.)

TO BE TURNED IN:

Duplicates of the five "Resource Unit Cards."

NOTE: Activity File Cards to teach the concepts listed on the "Resource Unit Cards" should be developed, but are not to be turned in as a part of this assignment.

RESOURCE UNIT CARD

(Reduced Sample)

Learning Activities:			Curriculum Area:		
Concept	Books, Stories, Films	Poems Finger- plays	Songs, Rhythms, Records	Dramatic Play Themes	Outdoor Activities

(Reverse Side)

Learning Center:			Curriculum Area:		
Concept	Art Activities	Field Trips	Cooking Experiences	Community Visitors	Other

SOCIAL SCIENCE RESOURCES INVENTORY

Take an inventory of the materials that you presently have in your room that can be used in the child's learning of social science concepts. Write down at least ten of these. Then do the following with each of the ten items:

1. State the social science concept that a child could learn with that item.
2. Briefly describe the way in which the item could be used (by the teacher or the child) for learning that social science concept.

The format for this assignment is illustrated on the following page.

TO BE TURNED IN:

Your completed inventory form.

Material

Concept to be Learned

How the Item Will be
Used for Learning

27

28

Learning Activity #2
(Continued)

RESOURCE INVENTORY ADDITIONS

Refer to Learning Activity #2: Social Science Resource Inventory. Think of other materials that could be added to expand your social science center, and write these down on the attached form.

Select ten of these items, and write beside each the social science concept that could be taught and the way the item could be used for learning that concept.

TO BE TURNED IN:

Your completed Inventory Additions Form.

Material to be
Added

Concept to be Learned

How the Item Will be
Used for Learning

30

31

Learning Activity #3
(Continued)

LEARNING CENTER - SOCIAL SCIENCE

Evaluate the learning center for social science in your classroom according to the criteria listed on the attached form. If the center is not currently being used, evaluate it when it is in operation.

To complete the assignment, refer to the qualities found in a good learning center and your resource inventory.

TO BE TURNED IN:

The completed evaluation form of the learning center.

OBSERVATION GUIDE FOR LEARNING CENTERS

I. Interest Centers (general)

- A. List the interest centers you see.
- B. Are they easily identified? How?
- C. Are the quiet centers separated away from the noisy areas?
- D. Are they attractive and inviting?
- E. Which has attracted the most children? Fewest?

II. Materials and Equipment

- A. Is there a good variety?
- B. Are materials available to the children?
- C. Are they appropriate to the development needs of the children?

III. Pupil-Teacher Interaction

- A. What is the pupil-teacher ratio?
- B. Do the children behave well when the teacher is looking and badly when the teacher is not watching? Which ones?
- C. Does the teacher ever physically express affection for the children?
- D. Are concern and understanding expressed for the overly-aggressive child? Tell about it.
- E. Are there any "loners" among the children? Who? Can you explain their behavior? Do you notice any adult interaction with these children?
- F. Look for positive guidance techniques which are used.
- G. How are transition times handled?
 - 1. Is there an advance notice given?
 - 2. Were the children lined up or did they move naturally under supervision?
 - 3. How were the slower children handled?

IV. Social Science Learning Center

- A. What learning centers are available?
- B. Is there a social science center?
- C. Is it arranged as a distinct learning center within the environment?
- D. Is it together or separate from similar areas?
- E. Are there materials available for experiences in the social science center?
- F. Is the center arranged to allow the child to explore independently?
- G. Is the center attractive and inviting?
- H. Is there anything in it that could serve to stimulate curiosity?
- I. Are there currently social science experiences for self-selected activities?
- J. Are there currently-planned social science experiences for group activities?
- K. List all the equipment that you see in the social science center. Are many children attracted to it? Can you suggest any additions or improvements?

V. Physical Setting

- A. Draw a diagram of the room, locating all learning centers. Specifically note the placement of the social science center.

- B. What changes could be made in the room to improve the physical arrangement and utilization of the social science center? Be specific.

ACTIVITY FILE CARDS

Develop at least five (5) activities for children in social science. Use the uniform activity file card developed by the CDA program for writing up your activities.

(Reduced Sample Card)

Curriculum Area (Topic)
Teacher Goal:
Objective(s):
Materials:
Procedures:
Evaluation:

TO BE TURNED IN:

Duplicates of the five activity cards, after the activities have been presented.

CONSTRUCTION OF VISUAL AIDS

A. Instructions

1. Construct a visual aid for social science.
2. The visual aid will be used for teaching a concept from one of the activity file cards that you developed for Learning Activity #5.

B. Evaluation

After your visual aid has been used, evaluate it according to the following:

- a. Effectiveness in teaching the stated goal and concepts for the content area, according to your activity file cards.
- b. Attractiveness, durability, originality.

TO BE TURNED IN:

1. A neatly-written description and sketch of the visual aid.
2. A neatly-written description of your evaluation of the visual aid.

COMMUNITY VISITOR - SOCIAL SCIENCE

Invite a person in a social science profession from your community to come to your center to talk about or teach some aspect of social science. This person could be a geography teacher, historian, military person, etc.

EVALUATION:

After the person has talked to your class, evaluate the effectiveness of the presentation according to the following:

1. Did the theme of the social science professional's visit fit into your program for the week?
2. Did you prepare the children well enough beforehand so that they benefitted from the visit?
3. Did you prepare the professional for the visit so that he/she was able to communicate well with the children?
4. Give an example of one child's behavior which showed that he/she learned something from the guest.
5. Could you have done anything differently in preparing for your guest that would have made the visit more effective for the children?
6. What follow-up activities have you done to reinforce the principles or concepts presented by the visitor?

TO BE TURNED IN:

A written evaluation of the visit of a social science professional to your classroom, which includes items 1 through 6 of Evaluation, plus any other important information.

PLANNING AND CONDUCTING A FIELD TRIP FOR YOUNG CHILDREN

All students are to plan and conduct a field trip for the various groups of preschool children by completing the following steps:

- A. Select and plan a field trip appropriate for your group of preschool children, according to the criteria given for their learning of social science concepts.
- B. Write a report, in outline form, describing what you did for each step.
- C. Fill out the safety checklist (attached).
- D. Discuss, in a short paragraph, how your planning for the trip could have been improved.

TO BE TURNED IN:

1. A report, in outline form, on a field trip which you actually conducted with your children.
2. A short paragraph describing how your planning could have been improved.
3. Safety checklist.

HOW TO PLAN A FIELD TRIP

1. Decide on the purpose of the field trip (in this case, the children's learning of social science concepts), and decide whether this is the best way for achieving your learning goal. Among the general questions to ask yourself in regard to a field trip are the following:
 - a. Is the length of time required appropriate for the age of the children? Will their routines of eating and sleeping be disturbed? Will they become overtired?
 - b. Are the learning experiences to be gained appropriate for the age of the children?
 - c. Is this an experience that the children have already had with their parents?
 - d. Is the security of any child going to be threatened by leaving school with a stranger who might be helping with the field trip?
2. When a field trip is decided upon as an effective way for helping the children learn certain concepts or gain specific understandings, then list and clarify the objectives for the trip.
3. Select appropriate destination.
4. Obtain administrative approval. Investigate and observe school policies.
5. Contact the place to be visited. Get the name of your contact and discuss the following:
 - a. Date
 - b. Time of arrival
 - c. Duration of trip
 - d. Size of group (number of children and adults)
 - e. Purpose of trip

6. Make a preliminary visit to gain a better understanding of what the location has to offer. Checklist for preliminary trip:
 - a. Anticipate safety hazards
 - b. Outline itinerary
 - c. Obtain available materials (brochures, literature or pictures)
 - d. Determine whether the site fulfills the purposes of the trip
 - e. Make detailed plans
7. Confirm the trip by letter or telephone.
8. Obtain written permission from parents. Use forms which state that you will take every reasonable precaution to safeguard the child, but should any unavoidable accident occur, the parent will not hold you or the center responsible. Also, include the following information in "A letter to the parents":
 - a. Date
 - b. Time
 - c. Destination
 - d. Means of transportation
 - e. The need for money, snack or sack lunch
 - f. Appropriate clothing
9. Plan with the children. Tell them beforehand about the trip. This depends on the age of the children and how "big" or important the trip is. Yet never announce it more than two (2) weeks ahead, even for five-year-olds. Stimulate their curiosity by asking open-ended questions, showing appropriate pictures, posters or objects. Draw out questions from them on what they would like to find out. If you use a calendar with the children, let them mark it to indicate the day of the trip. Every day let the children count up to see how many more days until the trip.
10. Arrange transportation. If private cars are used, be sure that the parents have adequate liability insurance. Arrange to have two adults in each car, with one in the back seat. If the children are walking, the number of adults will vary according to the children's ages--with three-year-olds, one adult to two children; with four- and five-year-olds, one adult to four children.

11. Plan again with the children before departure. Use the following checklist:

- a. Dress (button-up, shoes tied)
- b. Name tags (if used)
- c. Behavior on bus or in cars
- d. Courtesy while there
- e. Safety rules
- f. Everyone go to the bathroom

12. After the trip:

- a. Make sure parents sign volunteer sheet.
- b. Talk about the trip with the children.
- c. Plan and execute follow-up activities.
- d. Make your own evaluation of the trip.
 - 1. Were questions (formulated before the trip) answered?
 - 2. Were there other questions that could have been asked, but were not?
 - 3. Did the trip meet your objectives?
- e. Write thank-you letter to the host.

SAFETY CHECKLIST FOR TEACHERS PLANNING AN EXCURSION

	YES	NO
1. Did you plan the trip carefully with the class and with all adults accompanying the children?	_____	_____
2. Did you make arrangements for the children to get to their homes safely if the trip should extend longer than planned?	_____	_____
3. Are the drivers licensed, competent and insured? Are the vehicles in good condition and insured?	_____	_____
4. Did you instruct the children about their conduct in a vehicle? (No moving around once vehicle starts, no hands or arms out windows, no throwing things out windows, remaining in seats.)	_____	_____
5. Do children have proper means of identification? (Badge, ribbon, I.D. card, buddy system, group leader, patrols.)	_____	_____
6. Do you plan a roll call at various times during the trip?	_____	_____
7. Do you have enough adults to supervise the group?	_____	_____
8. Do you have a first aid kit with you, and a person trained in administering first aid?	_____	_____
9. Did you double check to make sure all pupils going on the trip have signed permission slips on file?	_____	_____
10. Did you inform your children to dress for the occasion and for the weather?	_____	_____
11. Will there be sufficient time to make the return trip during normal attendance time?	_____	_____

	YES	NO
12. Did you make it clear to the group ahead of time that if anyone should be separated from the group, all should meet at a certain time and at a designated place?	_____	_____
13. Have you made it clear that you will not permit undesirable behavior during the trip?	_____	_____
14. Do you know what to do in event of accident or illness while on the trip?	_____	_____
15. Have you checked loading and unloading areas?	_____	_____
16. Has special provision been made for handicapped pupils?	_____	_____
17. Have pupils made a code of safety for use on field trips?	_____	_____
18. Have you planned an evaluation of the trip from the standpoint of safety?	_____	_____

MEETING INDIVIDUAL NEEDS THROUGH SOCIAL SCIENCE

Social science activities have many purposes. It is the teacher's responsibility to develop and make available a variety of creative experiences to meet individual needs of children.

On the attached form, list the type activity, the need to be met, and the reason for selecting the activity for each type of child.

TO BE TURNED IN:

Your completed form.

Type Child

Activity

Need Met

Reason

Meticulous (concerned
with staying clean)

Withdrawn

Non-Verbal

Aggressive, Over-
Active

Skilled in Fine Motor
Development

Skilled in Large Motor
Development

Unskilled in Fine Motor
Development

Unskilled in Large
Motor Development

15

Learning Activity #9
(Continued)

16

VALUES OF ACTIVITIES

Evaluate the five activities you completed in Learning Activity #5 according to the attached form.

TO BE TURNED IN:

Five completed forms on the activities.

VALUES OF ACTIVITIES

Activity Observed: _____

1. Of what value was this experience for the total development of the child?
CHECK ONLY THOSE VALUES THAT THIS ACTIVITY WOULD PROVIDE FOR
THE CHILD.

- | | |
|--|-------|
| a. Sensory experience | _____ |
| b. Exploration | _____ |
| c. Satisfaction and enjoyment | _____ |
| d. Self-expression | _____ |
| e. Manipulation | _____ |
| f. Emotional release | _____ |
| g. Exercise imagination and initiative | _____ |
| h. Good work habits | _____ |
| i. Learning experience | _____ |
| j. Skill and concentration | _____ |
| k. Eye-hand coordination | _____ |
| l. Harmony, rhythm and balance | _____ |
| m. Insight into own feelings | _____ |
| n. Development of large muscles | _____ |
| o. Development of small muscles | _____ |

2. Can you think of any other values that this activity could provide for
young children? Please list.

3. For what age level do you think this activity is most appropriate? Why?

4. What variations of this activity could you use in your classroom? Please
describe two.

a.

b.

EVALUATION OF
SOCIAL SCIENCE ACTIVITIES IN THE PROGRAM

Visit a child development or day care center and observe its activities relating to social science. Evaluate what you observed according to the questions on the attached form.

TO BE TURNED IN:

Your completed form.

SOCIAL SCIENCE ACTIVITIES IN THE PROGRAM

EVALUATION

1. Did the social science activities fit into the daily schedule in terms of active and quiet periods?
2. Did the activities involve the entire class, two or three small groups, one small group, or individual children only?
3. Were the children motivated? That is, did the teacher arouse their interest first?
4. Did each activity appear to be suitable to the developmental level of each child?
5. Did the teacher give needed help (as with how to handle tools), or enough structure to the activity, but not to the extent of unduly restricting creative expression?
6. Did the teacher use any direct guidance? Was it verbal or physical?
7. Did the teacher use any reinforcement techniques? Give exact quote.
8. Did the children appear to enjoy the activity?
9. Were they being creative? What evidence was there?
10. Were the children given an opportunity for exploration with the social science medium?
11. Did the children appear to be getting satisfaction and enjoyment from this activity?
12. What other benefits can you name from this learning activity?

STORIES FOR SOCIAL SCIENCE

Select three children's stories which contain social science concepts. Read these stories to your class and evaluate each one according to the following evaluation form.

TO BE TURNED IN:

Your completed evaluation forms.

EVALUATION

CHILDREN'S BOOKS

TITLE:
AUTHOR:
CONCEPT:

Was it interesting?

Was its length appropriate (5 to 15 minutes)?

Were the pictures simple and appealing?

How well did it teach the concept?

Fair	Good	Excellent

Your comments:

VISUAL AID: PICTURES TO ENCOURAGE EMOTIONAL EXPRESSION

The individual will construct visual aids to encourage children to express themselves verbally.

- I. Purposes for children:
 - A. To encourage verbal expression.
 - B. To share ideas with the group.
 - C. To understand that other people have feelings, too.
 - D. To understand that other people have ideas, too.
- II. Procedure for use with children:
 - A. Use at circle time or with a group of four or five children. If used at circle time, it might be best to use only one picture and then use a story depicting similar events or feelings.
 - B. Hold the picture up and ask one child, or let children volunteer, to tell what is happening in the picture. Proceed with questions, allowing for a variety of responses. There should be no right or wrong answers; all should be acceptable. If the children are not pressured by fear of being wrong, they will be more apt to contribute ideas.
- III. Materials necessary for constructing pictures:
 - A. One piece of colored poster board.
 - B. Four pictures* of children which depict four different emotions and situations. For example, a picture of a small group of children working or playing cooperatively and obviously happy; a picture of a crying child kneeling down on the sidewalk beside an overturned tricycle.
 - C. Ruler, scissors, glue and felt-tip pen.
 - D. Clear contact paper (optional).

*NOTE: Pictures should be large and clear enough for the entire group to see at circle time.

IV. Complete the following steps:

- A. Select pictures.
- B. Cut poster board into four equal pieces.
- C. Trim pictures.
- D. Mount pictures on poster board, leaving a border.
- E. Cover picture and front of poster board with contact paper.
- F. Make up at least five questions for each picture, such as:
 - 1. What is happening in this picture?
 - 2. How do you think the child fell off the tricycle?
 - 3. How do you think the child feels? or, Why is the child crying?
 - 4. Have you ever fallen off your tricycle?
 - 5. How did you feel?
 - 6. What do you think the child will do now?
- G. Print the questions on the back of the picture.

V. After the teaching aid is used, evaluate it for the following:

- A. Effectiveness in encouraging verbal expression.
- B. Sharing ideas with the group.
- C. Understanding that other people have feelings.
- D. Understanding that other people have ideas.

TO BE TURNED IN:

A neatly-written description of the evaluation that you did.
(Refer to item V.)

CONSTRUCTING A PROP BOX

The student will make a prop box containing an assortment of real items which the children can use for role play centered around a community helper.

I. Purpose of a Prop Box:

- A. To provide real objects rather than toys to enrich the child's role play.
- B. The things in a prop box lead to excellent beginning concepts of future occupational opportunities.
- C. They are compact, easy to carry and a way of keeping items organized.

II. Materials Needed:

- A. A box large enough to hold a number of props, but easy for children to handle. An inexpensive box would be the heavy cardboard returnable beer bottle carton with fold-in lid and slots for hand grips. They are lightweight, tough, water-repellent and can be painted bright colors (using a paint which is not water-based).
- B. After choosing the community helper role, decide which props you will need. Collect at least ten items to put into the prop box. Remember, these should be real items, not toys.
- C. Pictures from magazines or other sources, which will help the child identify the types of props inside. For example, a prop box for a fireman might need pictures of firemen, fire truck, hose, etc.
- D. Scissors and black magic marker.
- E. Clear shellac or contact paper (optional).
- F. Enamel paint in a bright color (optional).

III. Complete the Following Steps:

- A. Paint the box a bright color.
- B. Cut out pictures to decorate the box.
- C. Glue pictures on outside of the box (leave one side free to print the name of the occupation).
- D. Paint shellac or stick contact paper over the pictures to preserve them.
- E. Using a magic marker, label the box in large manuscript with the name of the occupation for which the props are intended.
- F. Place props in the box and let your children use it.

As the box is used, you, the children, and their parents can keep adding more props. Enjoy it, and make more prop boxes for other occupations in the future.

IV. Examples of Types of Props.

These are just to give you an idea of how to get started. Do not copy these ideas.

Automobile Repairman

Used (and washed) motor
parts: spark plugs,
filters, carburetors, etc.
Tools: hammers, pliers,
screwdrivers
Oil funnel
Empty oil cans (be sure
there are no sharp edges
to cut fingers
Flashlight
Air pump
Windshield wipers
etc.

Beautician

Mirror
Curlers
Hairpins
Hairnets
Dryer (remove electrical
cord)
Aprons
Combs
Brushes
Towels
Empty shampoo bottles
(plastic)
etc.

TO BE TURNED IN:

After the prop box has been used, turn in the following:

1. A neatly-written description of your prop box.
2. A neatly-written evaluation of its effectiveness in sociodramatic play and/or social studies for children.

CHAPTER VIII
SUPPLEMENTAL MATERIALS

SOCIAL SCIENCE
SUPPLEMENTAL MATERIALS
BOOKS - REFERENCE

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Hawthorne, California: Children's Centers Directors and Supervisors
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The Years Before School: Guiding Preschool Children.
New York: Macmillan Publishing Company, 1970.

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Social Studies for the Young Child.
Belmont, California: Fearon Publishers, 1975.
23. Zintz, Miles.
Education Across Cultures.
Dubuque, Iowa: William C. Brown, 1965.

PAMPHLETS: MAJOR SOURCE

Association for Childhood Education International
3615 Wisconsin Avenue N. W.
Washington, D. C. 20016

1. Children and Intercultural Education.
\$2.95
2. Children and International Education.
\$1.75
3. Children and War.
\$.35
4. Games Enjoyed by Children Around the World.
\$.50

AUDIO-VISUAL RESOURCES

FILMS

Brandon Films
34 MacQuesten Parkway South
Mount Vernon, New York 10550

1. Toys on a Field of Blue. Rental: \$7.50
B/W, 20 minutes.

This film for teachers deals with children as they engage in war games and play with war-like toys.

Bureau of Audio-Visual Education
University of North Carolina
P. O. Box 2228
Chapel Hill, North Carolina 27514

2. Dramatic Play in the Social Studies.
B/W, 23 minutes.

This film depicts primary children learning social studies through dramatization as they choose their community role to play, discuss and resolve problems.

Contemporary Films
McGraw-Hill
1212 Avenue of the Americas
New York, New York 10019

3. Skinny and Fatty. Rental: \$30.00
B/W, 45 minutes.

Shows two Japanese boys who become friends, and the problems encountered in a new school, moving, obesity and peer approval. This film helps students clarify feelings toward school and children.

EDC Film Library
55 Chapel Street
Newton, Massachusetts 02160

4. Village School. Rental: \$10.00
Color, 12 minutes.
Shows children in a lower primary school in Kenya, and application of a curriculum which includes science, mathematics and language through the use of local materials.

New York University Film Library
26 Washington Place
New York, New York 10003

5. A Balinese Family. Rental: \$8.00
B/W, 17 minutes.
Shows three children and comparative rearing practices in Bali.
6. Bathing Babies in Three Cultures. Rental: \$7.00
B/W, 9 minutes.
Compares different methods of child-rearing in the cultures of America, New Guinea and Bali.

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Irrigation: Changing Deserts into Gardens.
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Someone I Know.
New York: Random House, 1968.
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A Friend is Someone Who Likes You.
New York: Harcourt, Brace, Jovanovich, 1958.
4. Baker, Betty.
Little Runner.
New York: Harper and Row, 1962.
5. Bond, Jean.
Brown is a Beautiful Color.
New York: Franklin Watts, Inc., 1969.
6. Brown, Myra.
First Night Away from Home.
New York: Franklin Watts, Inc., 1960.
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Grandfather and I.
New York: Lothrop, Lee and Shepard, 1969.
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Grandmother and I.
New York: Lothrop, Lee and Shepard, 1969.
9. Caldwell, John C. and Elsie Caldwell.
Our Neighbors in Japan.
New York: John Day Company, 1961.
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Daddies.
New York: Random House, 1963.

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Mommies.
New York: Random House, 1960.
12. Cavanna, Betty.
Paulo of Brazil.
New York: Franklin Watts, Inc., 1962.
13. Eastman, Phillip.
Are You my Mother?
New York: Random House, 1960.
14. Felt, Sue.
Hello-Goodbye.
New York: Doubleday and Company, 1960.
15. Francoise.
What Do You Want to Be?
New York: Charles Scribner's Sons, 1957.
16. Green, Mary McBurney.
Everybody Has a House.
New York: Young Scott, 1954.
17. Greene, Carla.
Doctors and Nurses, What Do They Do?
New York: Harper and Row, 1963.
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Railroad Engineers and Airplane Pilots.
New York: Harper and Row, 1964.
19. Hall, Marie.
Just Me.
New York: The Viking Press, 1965.
20. Hitte, Kathryn.
Boy, Was I Mad!
New York: Parents' Magazine Press, 1969.
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A Baby Sister for Frances.
New York: Harper and Row, 1964.

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Fireman Small.
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The Little Fireman.
New York: Henry Z. Walck, 1956.
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Policeman Small.
New York: Henry Z. Walck, 1962.
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Tommy and Dee-Dee.
New York: Henry Z. Walck, 1953.

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Penney's Day at Preschool.
New York: Lothrop, Lee and Shepard, 1955.
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Here Comes Daddy.
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